

A COMPARATIVE APPROACH ON THE MOTIVATIONAL DOMINANTS AND PROFESSIONAL PERFORMANCE OF THE EMPLOYEES BELONGING TO PUBLIC AND PRIVATE ORGANIZATIONS

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Abstract: The approach on the professional performance of the employees must be dealt with from the perspective of the process of motivation and job satisfaction rising. Therefore, the knowledge and the analysis of the motivational dominants become increasingly important. The research lead to valid results if there is a clear separation between the public and the private organizations; where the way work is organized and the nature of the relationship among staff, influence the job satisfaction of the subjects, including their motivation. A comparative approach based on reliable methodological instruments is necessary, approach which could lead to obtaining reliable information and could offer an objective possibility of correlating indicators, enabling thus the knowledge of the motivation, attitudes, mentalities and professional goals of the interviewed subjects.

JEL classification: A14, J17, I23

Key words: motivation, motivational dominant, public organization, private organization, professional competence

1.1 Research objectives and hypothesis on identifying motivation and performance

Starting from the existing studies and theories in the field of work psychology and organizational management, regarding motivation and professional performance, this research analyzes the intensity of the motivating factors and job performance of:

- employees of a public institution- the University of Craiova
- the employees of a private institution- Ford Craiova Company

The previous literature, stated the necessity of approaching performance from the point of view of a motivational and employee development process as well as job satisfaction rising.

On this basis, the following hypotheses which guided the present paper were formulated:

I.1. When referring to the activity in a public institution, which deals with educational services, the intrinsic motivation prevails over the extrinsic one, while the activity in a private company, which deals with car construction, is dominated by the extrinsic motivation;

I.2. In appreciating job satisfaction, different aspects of teaching have different degrees of prevalence, and factors such as payment will be low -ranked; whereas, in a

private company, the factors such as payment are ranked higher than those referring to professional development;

I.3. In both types of institutions: the public institution as well as the private one- the way work is organized and the interpersonal relationships influence the degree of job satisfaction of the employees;

I.4. We assumed that both motivation and the job satisfaction are influenced by the professional performance.

The main investigating instruments which highlight aspects related to motivation, satisfaction and professional performance are the questionnaire, designed in order to identify the motivational dominants and job satisfaction, and the interview. The results of the research emphasize the motivating factors as well as the satisfaction ones with different prevalence according to the way satisfaction and professional motivation, as well as professional performance are appreciated.

Research methodology

The main research method used is the opinion survey_by using the questionnaire and the interview. We have chosen these research instruments having in mind the idea that these can offer reliable information and the objective possibility of correlating the indicators, making thus possible the knowledge of motivation, attitudes, mentality, and goals of the interviewed subjects.

In elaborating the research methodology we had to take into consideration the fact that motivation is a very difficult factor to be measured, since a series of elements are of abstract and personal nature. We had to take into account the fact that favorable working environment increases the employees' motivation and job satisfaction.

Consequently, the research used the two following instruments:

1. A self-administered questionnaire ("Motivational dominants" Questionnaire).

The questionnaire was filled in by 84 professors and by 84 Ford Craiova Company employees. The population of the research sample according to the gender criteria is the following: 65, 3% female and 34, 7% male (University of Craiova) and 72, 6%-male and 27, 4%- female (Craiova Ford Company). The purpose of this questionnaire: identifying the teaching staff' degree of motivation and performance.

„Motivational dominants” Questionnaire

Questionnaire variables

I. Leadership (the need for power): the desire of influencing the people around, leading them towards success or manipulating them for your self-interest , being a leader, or not, depends on the others (decision making independence)

II. Expertise (need for achievement). The tendency or the desire of building personal prestige, of being considered an expert, a professional, of being “the shadow man” who influences decisions (good relationship)

III. Relationship (need for affiliation): the desire the individual feels to establish and maintain friendly relationships; the desire of working in a pleasant team, with nice people (good relationship)

IV. Subsistence (existence needs): the individual has basic needs (rest, stability, money, food, security)

Scoring

We sum up the values for each of the items below and we divide it to 8.

- I. Leadership(the need for power: 1,4,8,9,17,20,24,32

II. Expertise (need for achievement: 5,10,13,14,18,21,25,29

III. Relationship (need for affiliation): 2,7,11,15,23,27,28,31

IV. Subsistence (existence needs): 3,6,12,16,19,22,26,30

Motivational dominants Questionnaire

(Adapted from T. Constantin)

This questionnaire aims at identifying aspects related to your professional motivation. The data obtained will be used as teaching material that will help analyze the relationship motivation-professional effectiveness, as well as the relationship communication-motivation. Please read the following statements related to your work carefully and circle the answer you agree with, taking into account the significance of each variant:

1 –never agree; 2 – rarely agree; 3 – sometimes agree; 4 –agree to a certain extent;

5 – often agree; 6 – frequently agree; 7 –always agree.

I am the one who imposes certain dynamics in the group	1—2—3—4—5—6—7
I like to work in a united and harmonious team	1—2—3—4—5—6—7
I believe that nowadays it is advisable to save money	1—2—3—4—5—6—7
I obtain good results when I organize and conduct the activity myself	1—2—3—4—5—6—7
I am interested in acquiring the latest information in the field I work in	1—2—3—4—5—6—7
I prefer a job that makes me feel secure	1—2—3—4—5—6—7
During my professional activity I like to get involved in tasks that imply team work	1—2—3—4—5—6—7
In my domain I consider myself capable of deciding consciously	1—2—3—4—5—6—7
I take the initiative when certain changes are necessary in order to organize the professional work	1—2—3—4—5—6—7
I consider that what I do must be done with maximum of competence and fairness	1—2—3—4—5—6—7
I like to maintain a pleasant atmosphere inside the group I work with	1—2—3—4—5—6—7
It is important for me to have a job that could offer security	1—2—3—4—5—6—7
I consider that I must have a series of responsibilities at work	1—2—3—4—5—6—7
It is vital for me to know as much as possible in the domain I work	1—2—3—4—5—6—7
It is important for me to work with pleasure	1—2—3—4—5—6—7
It is important for me that my salary should cover expenses	1—2—3—4—5—6—7
I take up responsibilities related to the organization of the professional activities	1—2—3—4—5—6—7
It is important for me to solve any problem I deal with	1—2—3—4—5—6—7
It is important for me to have some savings	1—2—3—4—5—6—7
I have the courage of taking the risk that certain situations imply	1—2—3—4—5—6—7
I know my duties very well and I do my best to fulfill them, as efficiently as possible	1—2—3—4—5—6—7
I work better when there are no family problems	1—2—3—4—5—6—7
It is important for me to have good working relationships	1—2—3—4—5—6—7
I believe I am capable of starting and managing my own business	1—2—3—4—5—6—7
In my domain, the decisions must be adopted objectively	1—2—3—4—5—6—7
Regular meals and rest are essential to me	1—2—3—4—5—6—7
I work better when I cooperate	1—2—3—4—5—6—7
I like to work in a friendly environment	1—2—3—4—5—6—7
I am capable of analyzing a problem, a situation, weighting its advantages and disadvantages	1—2—3—4—5—6—7

I thoroughly plan my money and my expenses	1—2—3—4—5—6—7
I take part in the team work with pleasure	1—2—3—4—5—6—7
I am capable of stepping up major responsibilities to a greater extent than the others	1—2—3—4—5—6—7

Age_____ gender_____ Education_____ job_____

2. An interview designed for the 84 professors, members of the teaching staff at the University of Craiova, with the purpose of highlighting the causes that led to a certain high or extremely low factor of professional motivation.

INTERVIEW GUIDE

1. Why do you consider having harmonious and good relationships with your colleagues motivating?
2. Why do you feel motivated to accept such a position?
3. Why do you consider the salary and a secure job motivating for your work?
4. Why/why don't you want to be free?
5. What is the most unsatisfactory thing in your manager's activity?
6. How about your colleagues' activity and the relationship you have?
7. Are you satisfied or dissatisfied with the organization and communication in your institution?
8. Why do you consider yourself satisfied/dissatisfied with the organization and communication in your institution?
9. Which of the following aspects do you find more motivating in obtaining job satisfaction?
 - payment
 - supervising
 - interpersonal relationships
 - a secure job
 - leadership
 - Working conditions
 - communication
 - professional achievement
 - professional appreciation
 - promotion

1.2 Particularities of motivation and performance for the employees of a public institution

A.1. Results of the research based on questionnaire (Motivational dominants questionnaire)

This questionnaire has four variables and the scores of the subjects for each item are calculated in Table 1, where statistic values such as the mean the median, the sample minimum and the sample maximum of the "Motivational dominants" questionnaire are highlighted. These values are presented for each questionnaire variable separately.

Table no. 1. Statistic values of the “Motivational dominants” questionnaire

	Leadership	Expertise	Relationship	Subsistence
Mean	5,0	6,5	6,4	5,7
Median	5,1	6,6	6,4	5,8
Sample minimum	4,2	5,7	5,8	3,9
Sample maximum	6,6	6,7	6,9	6,6

A wider evaluation of the “Motivational dominants” questionnaire dimensions show the desire of the teaching staff for these needs as it follows: expertise, relationship, subsistence and leadership.

Table 1 clearly shows each subject’s values for the “Motivational dominants” questionnaire. These values are inserted in a chart for each variable of the questionnaire and we can identify for all the subjects involved a higher motivation for expertise, relationship, subsistence and lower motivation for leadership.

Tables 2, 3, 4, and 5 show frequency and percentage, each value of the four variables being discussed separately.

Table 2 Frequency and percentage of the leadership variable

Values	Frequency	Percentage (%)
4,2	6	7,1
4,4	12	14,3
4,5	6	7,1
4,6	12	14,3
5,0	6	7,1
5,1	3	14,3
5,3	12	14,3
5,4	6	7,1
6,6	12	14,3
Total	84	100,0

The table presenting the values for leadership clearly shows that the average values are between 4,4 and 5,3. These values present a low and medium motivation of the teaching staff regarding leadership.

Table 3. Frequency and percentage of the expertise variable

Values	Frequency	Percentage (%)
5,7	6	7,1
6,0	6	7,1
6,1	6	7,1
6,4	12	14,3
6,5	12	14,3
6,6	12	14,3
6,7	30	35,7
Total	84	100,0

Table 3 presenting the frequency and percentage of expertise variable show an increase of motivation for this dimension in comparison to the previous one, with average values between 6,4 and 6,7. These values show a high motivation of the teaching staff in comparison to the need for achievement

Table 4 . Frequency and percentage of the relationship variable

Values	Frequency	Percentage (%)
5,8	6	7,1
6,1	18	21,4

Values	Frequency	Percentage (%)
6,3	12	14,3
6,4	12	14,3
6,5	6	7,1
6,6	6	7,1
6,7	18	21,4
6,9	6	7,1
Total	84	100,0

The table presenting the frequency and percentage for relationship show that the average values are between 6,1 and 6,4 which show a high motivation of the teaching staff and that only 4 members of the teaching staff scores higher than 6,7 with an intense desire for this factor.

Table 5 Frequency and percentage of the subsistence variable

Values	Frequency	Percentage (%)
3,9	12	14,3
4,9	6	7,1
5,4	6	7,1
5,7	6	7,1
5,8	18	21,4
6,1	12	14,3
6,7	24	28,7
Total	84	100,0

- Consequently, regarding the motivation of the teaching staff at the University of Craiova, the research reached the following conclusions:
- C1. There is an increased motivation of the employees for expertise and relationship dimensions (high level), medium level of the subsistence and low motivation for leadership.
- C2. It is important to know the different aspects of motivation for the teaching staff, since they are reflected in the way students and other teaching colleagues in the institution are treated.
- C3 Knowing the motivational structure of the teaching staff may prevent different negative effects.
- C4 There is positive correlations between the leadership motivation of the others and the performance of the teaching staff.

A.2. Interview results

This interview has the purpose of highlighting the causes which led to the very intense or very low occurrence a certain factor of the professional motivation. In order to establish these causes of the motivation and intense or low motivation, the teaching staff had to answer questions such as: “Why are you pleased by the leadership in your institution?” or „ Why do you want to work in a harmonious environment?”

At the end of the interview the following were obtained:

-The subjects who want to be part of a united team, where they could build durable relationships assert that this would help them work better without conflicts and having a good communication when talking about courses.

-The teaching staff wanting good payment for their work, asserts that this aspect of their work is very important in order to be motivated to work better, and those

members who are not motivated by the payment assert that this is not the only motivating factor for teaching

-All the subjects of this study are content with their leader's activity, most of them asserting that he/she runs the department efficiently, being involved into their problems

- The vast majority of the teaching staff is satisfied with the relationship inside the institution and asserts that this is due to their openness in discussing and forming a united team in order to reach the teaching goals.

1.3 Characteristics of motivation and performance for the private institutions

The hypothesis of the present study states that apart from payment there is a series of factors which can determine an employee to be perform better, therefore it is very important that the employees in a company should be motivated financially and non-financially in order to reach performance.

Table 6. Statistic values of the Motivational dominants" questionnaire.

	Leadership	Expertise	Relationship	Subsistence
Mean	5.0	6,0	6,6	6,1
Median	5.0	6,0	6,7	6,1
Sample minimum	4.2	5,7	5,8	3,9
Sample maximum	6.6	6,7	6,9	6.7

From the above table it can be noticed that the most important need in a public institution is the relationship need (6,7-the highest level), being followed by the subsistence one(6,1 highest level) and expertise (6,0)and the lowest level is registered by the leadership item (5,0-low level)

The above stated hypothesis is confirmed by these results, enabling the statement that in a private company the motivation of the employees is related mainly to the payment policy (subsistence item). However, a factor that should be taken into consideration is the relationship/affiliation item. Therefore, payment stimulus - as an activator of economic motivation –is undoubtedly one of the most important categories of stimuli designed to maintain a high level of job satisfaction.

Similar to the research on the teaching staff of the University of Craiova, the tables 1, 2, 3 and 4 show the frequency and figures related to each value of the 4 variables taken separately.

Table 7. Frequency and percentage of leadership variable

	Frequency	Percentage (%)
4,2	11	13.1
4,4	7	8.3
4,5	10	11.9
4,6	9	10.8
5,0	10	11.9
5,1	7	8.3
5,3	12	14.3
5,4	7	8.3
6,6	11	13.1
Total	84	100

The table presenting frequency for leadership shows that the values between 4,4 and 5, 3 are dominant, meaning that there is low and medium motivation for leadership.

Table 8. Frequency and percentage of leadership

	Frequency	Percentage (%)
5,7	29	34.5
6,0	21	25.0
6,1	11	13.1
6,4	9	10.7
6,5	6	7.1
6,6	4	4.8
6,7	4	4.8
Total	84	100.0

The table displaying the frequency and percentage of the expertise variable states that most of the interviewed people (59.5%) prove low motivation to the achievement need. These findings may conclude that there is low motivation of the employees for self development and for obtaining professional performance.

In conclusion, the assertion „a high level of commitment of the employees is determined by the high level of motivation and loyalty” is not valid.

Table 9. Frequency and percentage of the relationship variant

	Frequency	Percentage (%)
5,8	4	4.8
6,1	5	5.9
6,3	8	9.5
6,4	10	11.9
6,5	6	7.1
6,6	8	9.5
6,7	15	17.9
6,9	28	33.4
Total	84	100.0

For the relationship item, the values between 6,4 and 6,9 are dominant, meaning that the communication system both with their colleagues and with their leaders is very important.

Table 10. Frequency and percentage of the subsistence variable

Values	Frequency	Percentage (%)
3,9	2	2.4
4,9	4	4.8
5,4	9	10.7
5,7	6	7.1
5,8	5	5.9
6,1	28	32.2
6,7	30	33.3
Total	84	100.0

The subsistence item presents the highest values (6,1 to 6,7), leading to the conclusion that for the Ford Company employees, their job security is very important and they find job security and the certitude that their work covers the subsistence needs very motivating.

Consequently, as a result of the administration of the ”Motivational dominants” questionnaire to the 84 employees belonging to Ford Craiova Company, the following conclusions emerge:

- **C.1.** A high motivation of the employees to the subsistence and relationship items (high level), medium level for expertise and low motivation for leadership was noticed;
- **C.2.** The role the social component plays in the organization is important, since it may influence work productivity and job satisfaction for the employees, loyalty and maintaining them in the organization.
- **C.3.** Beyond the subsistence and security needs of the individual, work has an important function in covering superior needs such as interpersonal relationships
- **C.4** The involvement and loyalty of the employees in the company they work for are of low level, since an important reason they continue working is related to the subsistence.

Conclusions

The research regarding the knowledge and the analysis of the motivational dominants within the two types of organizations, public and private, have been based on some specific dimensions in order to compare them. Therefore, by means of the research instruments, aspects such as subsistence and security, relationship, social climate, involvement and loyalty of the employees, allowed the possibility of an analysis and comparison between the motivation and performance of the public institutions and those of the employees in the private institutions.

The conclusions of such a comparative approach are extremely useful for the leaders in applying motivation rising and training techniques to their employees.

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